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Course Profile

English

Grade 11
Workplace Preparation
ENG3E

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

BDQ-9617

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Thames Valley District School Board
Trillium Lakelands District School Board

Associations

English Language Arts Network (ELAN)

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Course Overview
English, Grade 11, Workplace Preparation, ENG3E

Prerequisite: English, Grade 10, Applied

Course Description

This course emphasizes the development of literacy, critical thinking, and communication skills. Students study the content, form, and style of informational texts and literary works; write explanations, letters and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Course Notes

Nature of the Course

Students in this course will have been successful in either a Grade 10 Locally Developed Course or in the Grade 10 Applied English Course. There may be a wide range of abilities and skills in the classroom. This course is designed to prepare the students for the Grade 12 English, Workplace Preparation course, which leads to graduation and employment. The units and activities outlined in this unit have a practical focus, which enables students to acquire the knowledge and skills that will be required in their chosen careers and personal lives after leaving secondary school. The units have been designed to bring success to students who bring a wide range of skills, prior knowledge, and interests to the course. The course starts out with a diagnostic unit, which will be used to assess each student's literacy skills. It also allows students an opportunity to give the teacher some insight into the student on a more personal level. The next unit is designed primarily to build on students' reading skills through print and visual media. The third unit focuses on meeting several expectations in the Media Studies strand through a critical exploration of advertising and its impact upon adolescent lives, both as a consumer and for the purpose of career exploration. This leads into the fourth unit, which stresses the investigation of careers and community resources in a broader sense, while continuing the focus on reading and writing skills. The last unit is a culminating activity developed to give each student the opportunity to apply the knowledge and skills gained throughout the course. This unit can form a major component of the final evaluation.

- The aim of this course profile is to provide a balanced program which encourages the development of oral and non-verbal communication skills, as well as literacy skills along with an increased desire to read and write accurately and effectively.
- The units stress a practical approach with many concrete "real life" activities, as well as opportunities to work with other members of the community.
- It is essential that students develop an understanding of their own learning style and similarly that the teacher facilitates learning through these channels, and that students are given a range of opportunities to demonstrate their knowledge and skills in a variety of ways.
- Students may or may not have been successful on the Grade 10 Literacy Test upon entry to this course. Passing this test does not preclude enrollment in this course. Students may plan to take the Literacy Skills English Course (Open), before, concurrently, or after taking this course.
- This course provides students with the knowledge and skills necessary to make informed decisions in the workplace and their personal lives.
- In order to meet the expectations, interests, and reading levels of students, teachers are encouraged to place some emphasis on reading for information through technical, business, and non fiction (biographies, magazine articles, manuals, newspapers) pieces.
- In this course, students are encouraged to use computer technology for word processing, tables and charts, Internet research, and other software applications.

Planning for Student Learning Opportunities

- Teachers should make arrangements to order newspapers and magazines for classroom use.
- Teachers are encouraged to work with the Career and Guidance and the library staff in their schools in order to establish employer and community resources
- Due to the wide range of student needs and abilities in this course, it is strongly recommended that the English teacher work in conjunction with Special Education staff, if at all possible, for assistance in finding suitable reading activities, as well as resource support for the students.
- Connections with other workplace preparation courses should be made to ensure that the activities complement each other. Opportunities may exist in some schools for courses to be packaged together into double or quadruple credit programs, which could enable short-term work experiences to be incorporated as well.
- Cooperative education teachers should also be consulted for workplace experience opportunities.
- As much as possible, accommodations for students are built into the activities themselves. Students identified through the IPRC process with specific needs stated on their IEPs will be accommodated accordingly.

Units: Titles and Time

Unit 1	I Know What I Know	12 hours
Unit 2	Novel Movies	28 hours
Unit 3	Ad. It Up!	20 hours
* Unit 4	Consulting the Community	25 hours
Unit 5	Be Your Own Boss	25 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: I Know What I Know

Time: 12 hours

Unit Description

This unit focuses on students' analysis and personal responses to stories, articles, and pictures. As part of the introduction to the course, students read and discuss the course outline and expectations, and complete diagnostic assessments in language, reading, and writing. These include writing a well-constructed paragraph about their chosen career, identifying important current issues by reading articles from print and electronic sources, and defending their opinions on these articles both verbally and in writing. Students also analyse and justify pictures used with print and electronic sources and respond to a story in a carefully constructed personal essay.

Strand(s): Literature Studies and Reading, Writing, Language

Unit Overview Chart

Cluster	Expectations	Ach.	Focus
1.1 Who Are You? 60 min	LAV.02, WRV.03, WR3.01, LA2.03	C	Introduction to course Review the course outline and discuss expectations for the course Interview partner and record his/her personal knowledge, skills, and abilities starting with a question such as "If I asked someone who knows you well, what would they say are your best skills or abilities?" Write a well-constructed paragraph about partner's skills and abilities (I am very impressed with _____because…) for diagnostic assessment
1.2 Teenagers are People Too! 240 min	LAV.02, LSV.01, LS1.03, LS1.05, WR1.04, WR4.01, LA1.04, LA2.04	C A K/U	Teen Issues Class discussion to identify issues facing teens today, e.g., smoking, peer pressure, discrimination Write a paragraph about the most important issue facing teens in the workplace after review of writing process Find an article (print or electronic) that relates to the topic and summarize for oral presentation to small group
1.3 Win-Win Situations: Resolving Conflict 240 min	LSV.01, LSV.02, LSV.03, WR2.02, WRV.02, WR4.01, WRV.03, WR5.04, WRV.04, LA1.04, WRV.05, LS3.01, LAV.01, LS3.03	K/U C T/I A	Dealing with Personalities Class discussion on personality characteristics (both positive and negative), focusing on characteristics that they might encounter on a professional and personal level, e.g., aggressive, sensitive, critical, passive, shy Record responses in a chart form Read a short story or an article that deals with a personality conflict (on either a professional or personal level) Review the purpose and elements of a persuasive writing piece, and then use it as an example to write a persuasive paragraph based on a personal experience Prepare a rough copy and have 2 classmates peer edit work, check for logical reasoning, organization, spelling, punctuation, grammar, and cohesiveness using a checklist **OR** Read conflict scenarios of win-win, win-lose, and lose-lose situations made up by teacher or students and role play these situations with a partner Class discussion regarding resolving conflicts and settling issues

1.4 A Picture is Worth a Thousand Words 180 min	LSV.01, LSV.03, LS1.01, LS1.02, LS1.03, LS1.04, LS1.05, LS1.06, LS3.04.	A C T K	Connecting Visual and Print Components Locate print or electronic articles with accompanying photographs on an issue of interest in your community Summarize the writer's point of view, after teacher review of the Inverted Pyramid Structure (5W's) to help the students find the key points, and identify the issue addressed Ask a partner to read the same article and record a personal response to the same issue in a media log/journal. Agree or disagree with their response Explain how the picture connects to the article. (Why did you choose it?)

K/U = Knowledge/Understanding
T/I = Thinking/Inquiry
C = Communication
A = Application

Unit 2: Novel Movies

Time: 28 hours

Unit Description

Students choose a novel or a short story. After reading the selection, students discuss elements and content such as imagery, descriptions, character, and audiences. Students then view the movie that complements the book. Students compare and contrast the novel/ short story with the movie version of the same text. A Venn diagram can be used to compare the novel and movie versions. Students are required to present their findings to the class either on videotape, audiotape, or via a live performance.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Unit Overview Chart

Cluster	Expectations	Ach.	Focus
2.1 Same Story, Different Medium 240 min	LSV.01, LSV.02, LSV.03, LS1.02, LS1.04, LS1.06, LS3.01, LS3.02, LS3.03, LS2.02, LA1.01	T/I K A C	Comparison of Story and Film Discuss use of leisure time, and choices between reading and watching movies The teacher reads aloud a short story such as *The Hockey Sweater* by Roch Carrier or the novella *The Body* by Stephen King, for which there is a movie version available e.g., *The Hockey Sweater* by the National Film Board or the companion movie for *The Body, Stand By Me.* (For teachers wishing to include the female experience, consider *To Set Our House in Order* by Margaret Laurence, *I Know A Secret* by Lucy Maud Montgomery, or *The Painted Door* by Sinclair Ross.) Review structure of the story (plot inciting incident, rising action, climax, resolution, and theme) as well as characterization and style Begin a glossary at back of notebook to record and define any significant and/or unfamiliar terms encountered in texts Introduce a media log to be used (like a journal) throughout the course. Have the students make a comparison. Using Venn diagram as a graphic organizer, compare the movie and the reading piece (different/in common). Include this in the media log

			Students write a paragraph explaining which version they like better and the reasons for this decision Other possible activities for *The Hockey Sweater*: Analyse cultural impact of teams' names, e.g., the Black Hawks; the Canadiens Discuss the media promotion of hockey, e.g., the creation of the Mighty Ducks Enterprise (see Barry Duncan's, *Scanning Television* video for a clip or look at the sports page, television, magazines). What are the implicit and explicit messages? Study heroes and modern day icons **OR** use these suggestions for *The Body* Explore the "rite of passage" from boyhood to adulthood Link students' experiences and needs to a character's journey Explore the importance of friendship
2.2 "What to read? What to read? 900 min	WR4.03, WR3.02, LS1.03, MDV.01, MDV.02, MD1.03, MD1.04,	T/I A K C	Independent Reading and Report Choose independent novel or short story with a companion movie for study. Teachers may choose 2-4 novels from the Board approved list for "Book Club" groups based on students' interests and reading levels and subject to parent approval (e.g., *The Outsiders, Into Thin Air, Call of the Wild, Alaska, Of Mice and Men, What's Eating Gilbert Grape, The Colour Purple, Ever After, Where the Heart Is, High Fidelity, A Thousand Acres*) Read during silent reading time and record daily progress in Reading Record Chart (Literacy Skills Public Profile, Appendix E) Use an organizer to identify key characters and events in the novel and explain how they are used to develop the theme. Then, write it up as a report.
2.3 Is the book always better? 360 min	LS1.01, WR3.03, LS1.04, LS1.05	T/I K A C	Comparison of Book and Movie Watch the movie Using organizational patterns, such as a Venn diagram to illustrate the difference between the novel and the movie, (see Activity 2.1 for story structure) present information and ideas in a short report (see Literacy Skills ENG3O Public Profile, for Report Template). Include and defend personal opinion on which is better, the novel or the movie
2.4 "The Show Must Go On" 180 min	LA2.01, LA2.02, LA2.03, LA2.04, LS1.05, LAV.01	T/I K A C	Student Presentations Present report orally in small groups, using clip from the movie and excerpt from the book, with a focus on clear organization, timing, pace, voice, projection, body language, and technology. Use listening and note-taking skills to record summary of each presentation and discuss use of leisure time for reading and watching movies

Unit 3: Ad. It Up!

Time: 20 hours

Unit Description

This unit focuses on students' investigation and interpretation of the different forms of advertising. Students use the knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works. They demonstrate an understanding of form, audience, and production by designing and creating advertisements both collaboratively and individually. In this unit there is a major emphasis on the investigation of newspapers and magazines. Students study the Classified Section in several newspapers in order to interpret the text as well as to explore and demonstrate an understanding of various career opportunities. This will lead into Unit 4 where employability skills are studied in more depth.

Strand(s): Literature Studies, Writing, Language Media Studies

Unit Overview Chart

Cluster	Expectations	Ach.	Focus
3.1 Do Ads Affect You? 120 min	MDV.01, MD1.02, LA2.02, LA2.03	K T/I C	Impact of Advertising Brainstorm the forms and messages of advertising, e.g., billboards, Internet, magazine, radio Observe and record the advertising around you over a 24-hour period. Write a paragraph in media log (a journal to record insights about media issues - introduced in Unit 1) Guided discussion - What impact does advertising have on teens?
3.2 Ads are Everywhere 180 min	MD1.03, LA2.01, LA2.02, LA2.03	K T/I C	Ad Analysis Deconstruct ads from a chosen medium, looking at such things as target audience, parts of an ad (trademark, headline, illustration, etc.) emotional appeal, and advertising claims Use personal dictionary or glossary started in Unit 2 to include new terms and definitions to be used generally throughout the course and specifically in Unit 4
3.3 The Language of Ads 120 min	LAV.02, LS1.04, LA1.01, LA1.02, MD1.01, MD1.03	K C T	Magazine Ad Analysis Identify the components of several magazine ads and discuss their effectiveness Discuss and develop a definition for denotative and connotative language Select 5 ads from magazines and write literal and figurative meaning of the descriptive words in each Use this lesson as a review for parts of speech, e.g., Scavenger Hunt-find ads that use three or more adjectives or two powerful verbs, etc.

3.4 You Are the Target 120 min	LA2.04, WR2.03, MD1.04, MD1.05, MD1.06	K C	Ad Development Each group is given a generic product, e.g., cereal or soap and a specific target audience, e.g., teens, seniors, children **And/Or** Let groups choose their own product within reason, e.g., a line of clothing, or a snack food, etc. Write a story board and script commercial for an assigned target audience Perform or tape a commercial Discuss and write findings in a media log
3.5 Help Wanted 300 min	WRV.01, WRV.03, WRV.04, WRV.05, LAV.01, WR4.02, WR5.02, WR5.04, LA1.03	K C A	Job Ads Compare the Job Classifieds or the Career Section from several newspapers Look and record employment trends and note the different types of positions in each of the assigned papers (local, Toronto Star, Globe and Mail, National Post, and Toronto Sun) Using the "jigsaw" method, analyse and categorize occupations, e.g., trade, profession or service Design and produce an ad for the Job Classifieds based on a career of interest or of skills
3.6 You be the Critic 360 min	WRV.01, WRV.03, WRV.04, WRV.05, LAV.01, MDV.01, MDV.02, LS1.05, WR2.01, WR2.03, WR4.02, WR5.02, WR5.04, MD1.01, MD1.03, MD2.01, MD2.02	K C T/I A	Alternatives Students are directed to find a product ad in any medium, that they wish to comment on Plan a response in the form of an outline with a specific focus in order to increase credibility Have the teacher read and advise to make sure the response is not offensive in any way Create an alternative ad in two forms of media for the same product, using a simple story board and scripting format

Unit 4: Consulting the Community

Time: 25 hours

Unit Description

Students research and practise specific skills that are expected in the workplace. They identify workplace requirements and employability skills and relate them to their communications skills. Through reading and writing of workplace communications, and interaction with guest speakers from local businesses, they develop their own skills and then document them in a portfolio, which also includes samples of their written work. This gives students an opportunity to apply and master the necessary communication skills required in the workplace.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Unit Overview Chart

Cluster	Expectations	Ach.	Focus
4.1 Skill Search: Consulting the Media 240 min	LSV.01, LS1.01, LS1.03, LS3.01, LS3.02, LS3.03, WRV.01, WR1.02, WR1.03, LAV.02, LA1.03, LA2.01, LA2.02, MDV.01, MD1.01	T/I C A	Analysis of Skills Analysing issues through work-related songs and poems Analysing and recording job ads from the newspaper and websites Identification and exploration of workplace skills and possibilities
4.2 Employability Skills 300 min	LSV.02, LS1.01, LS2.01, WRV.01, WRV.03, WR1.01, WR1.02, WR1.03, WR1.04, WR3.02, WR5.02, LAV.01, LAV.02, LA1.03, LA2.02, LA2.03	K/U T/I C A	Employability Skills Connecting and matching employability skills to jobs Self-assessment of skills Oral presentation Written report
4.3 Workplace Communication: Learning How 300 min	LSV.02, WRV.02, WRV.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, LAV.01	K/U C A	Workplace Communications Reading and analysis of workplace communications Development of drafts of written communications for the workplace
4.4. Jobholders in the Classroom: Sharing with Us 420 min	LSV.01, LSV.02, LS1.01, LS1.03, LS1.04, WRV.02, WR1.01, WR1.02, LAV.01, LAV.02, LA1.03, LA2.01, LA2.02, LA2.03, LA2.05	K/U T/I A C	Oral Presentations Guest speaker presentations on workplace requirements and communications Use of organizers, note taking, and asking questions during presentations Student presentations
4.5 Workplace Communication: Comparing, Proofreading, and Polishing 240 min	LSV.02, WRV.02, WRV.03, WRV.04, WRV.05, WR2.01, WR2.02, WR4.01, WR4.02, WR5.02, WR5.03, WR5.04, LAV.01	C A	Workplace Communications Comparison and revision of workplace communications Documentation of communication skills in portfolio

Unit 5: Be Your Own Boss

Time: 25 hours

Unit Description

This culminating unit reinforces skills of research analysis, selection of appropriate media, presentation skills, and various writing forms from each of the preceding units. The final product takes the form of a job fair. Students can use this process as a starting point for a summer job or a long-term career. Students and staff from other classrooms and community members may participate in the fair as prospective employees. Students are given the opportunity to demonstrate and apply their understanding of workplace related skills.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Unit Overview Chart

Cluster	Expectations	Ach.	Focus
5.1 Self Employment Opportunities 120 min	WRV.01, WRV.03, LSV.01, LAV.01, WR1.01, WR1.02, WR1.03, WR1.04	K T/I	The teacher writes a letter of invitation to the students inviting them to set up a booth at the Job Fair in order to showcase a new business The teacher outlines the requirements for display: A. Layout – size of booth, promotional materials, colour, design, pictures and/ or videos B. Written communication-include portfolio materials beginning with Unit 1 e.g., Block letter, memo, e-mail C. Advertising – using notes from Unit 3 to create a flyer, business card, poster, etc. Teacher will provide a variety of examples of advertisements from the yellow pages, commercials, newspaper ads.) Students brainstorm potential marketable small businesses in their own communities such as arts and crafts, landscaping, computers, child care, renovations, wedding planner, delivery service, caterer, animal care
5.2 Market Research 360 min	WRV.01, LAV.01, WR4.03, WR1.01, LS1.01, LS1.03, LS1.04, MD1.06	C A T/I K	Organizing Information Choose one service such as one from those listed above. Explore and research the duties, the services they provide, and the clients they serve Locate two to five businesses that provide the same service as the one selected. Use the phone book or the Internet as a source Identify, examine, and record the skills required and record findings in chart form. Use the Essential Skills CD as a tool for locating the relevant skills. Refer to Employability Skills Profile in unit 4.1.2. for the chart format Record findings
5.3 Services for Hire 720 min	LSV.02, LSV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, WR5.02, WR5.04, LS2.01, LS3.03, LS3.04, LA1.02, LA1.03, LA1.04, MD1.02, MD1.06, MD2.02	T/I K C A	Action Plan - Generate an action plan that includes: the target audience creating promotional materials choosing two different forms of writing from portfolio figuring out start up costs considering other financial concerns such as competition, what to charge for services, what services they will provide

5.4 The Set Up 120 min	MDV.01, MDV.02, LAV.02, WR2.02, WR2.03, WR3.01, WR3.02, WR4.02, LS2.02, LS3.04, LA2.03, MD2.02	C A K I	Layout (see Activity 5.1 for a detailed list of requirements) Organize layout and create the display for the booth at the entrepreneurial fair Create an appropriate atmosphere and professional wardrobe for presentation
5.5 Entrepreneur of the Year 180 min	MDV.01, MDV.02, LAV.02, WR1.04, WR2.01, LA1.02, LA1.03, LA1.04, LA2.01, LA2.02, LA2.03, MD1.04, MD1.05	K T/I C A	Presentations and Display Guests, e.g., senior business students, co-op students or employers, administrators, evaluate the displays and presentations using criteria from Activity 5.1 Students write a personal response in their work log that includes guests' feedback, a self-assessment, and next steps

Teaching/Learning Strategies

The teaching strategies used in this profile are designed to give students opportunities to develop language and communication skills that relate to their life beyond the classroom. The teacher facilitates learning by having students involved in a variety of whole class, small group and individual activities, as summarized below. The teacher also continually assists students to make the connections between what they do in the classroom and the world beyond the classroom.

Whole Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following: class discussions; teacher demonstrations (research skills, etc.); video presentations; technological aids (research); guest speakers; diagnostic and review activities (audio and video taping); brainstorming; workplace related forms; and charts and graphs.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities. The group activities include the following: paired or small group research activities; comparison and evaluation of written work; comparison and evaluations of research materials; practical extension and application of knowledge; small group discussion; oral presentations; research; story boarding; and charts and graphs.

Individual Activities

The teacher sets up a variety of individual assignments that enable students to extend and consolidate the learning that takes place in the whole class and small group activities. The teacher also outlines student responsibilities for organization, note-taking, reflection, and self-assessment that follow from the whole class and small group activities, including the completion of tasks as homework. These activities are directly related to skills and concepts required in the workplace. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to students, both written and oral.

These activities include the following: research; individual assignments; oral presentations; practical extension and application of knowledge; ongoing project work; homework assignments; reading; graphs and charts; written assignments; journal (media log); personal dictionary/glossary; story boarding; and reflective/comparative analysis.

The Teaching/Learning Strategies outlined above also incorporate an emphasis on the development of enduring understandings for students. The development of authentic learning is established by creating examples that are drawn from the students' own lives, both past and present, and from the world of work.

The culminating activity for the course builds on the concepts and skills developed in the individual units. This allows students the opportunity to demonstrate their understanding of the key elements of this course.

Strategies that are used within the whole class, small group, and individual activities incorporate a variety of approaches to develop the appropriate language and literacy skills required in the world of work. They are as follows:

- using written material with immediate and lasting value and relevance to students;
- reading texts and charts analytically and critically for information;
- using diagrams, charts, graphic organizers for communication;
- using a variety of technological and written sources for research;
- relating information to their personal situations and interests.

Assessment & Evaluation of Student Achievement

The teacher is responsible for developing a plan for how assessment and evaluation will be carried out during the course. The following should be taken into consideration as the teacher develops such a plan. Since students bring a wide range of previous experience to this course, opportunities to determine if the class has the essential prior knowledge and skills to be successful in a given task are essential. Some form of prior learning assessment should be incorporated at the beginning of each unit.

The learning expectations from the policy document, *The Ontario Curriculum, Grades 11 and 12, English, 2000*, are central to all aspects of this Course Profile. The learning contexts, content, and assessment are interconnected and linked to the expectations. Emphasis is placed on assessment tasks that:

- are linked to the learning tasks;
- are developed from clusters of expectations;
- provide opportunities for demonstration of achievement at all levels and in all categories of the Achievement Chart.

Consistent with the Program Planning and Assessment, the activities in this profile present assessment and evaluation strategies which:

- are varied in nature, providing students with opportunities and choices to demonstrate their achievement of the expectations based on their strengths, recognizing that the achievement of the same expectation could be expressed in different ways by different students;
- are connected to the learning activities by making assessment an ongoing part of the learning process and increasing the opportunities for students to demonstrate success;
- accommodate needs of all students through providing opportunities for written, oral, and video-taped activities and including student choice and alternatives as appropriate;
- provide opportunities for self and peer assessment, with the use of checklists and rubrics that students can use prior to summative evaluation by the teacher;
- are clearly articulated for students by making students aware, in advance, of the process by which they will be assessed and evaluated, promoting student success in achievement of expectations;

- provide opportunities for practise and formative feedback from the teacher, with an emphasis on the teacher choosing which assessment will be used formatively, and which will be used for summative purposes;
- are linked to the Achievement Chart as indicated in the summary chart for each activity;
- enable the teacher to make professional judgements as to the choice of assessment data for use in evaluation of student achievement of the expectations.

Each activity in the unit includes a chart for the section on Assessment and Evaluation of Student Achievement with the following format:

Task	Tool	Links to Achievement Chart Category	Links to Learning Skills

The purpose of this chart is to provide information for the teacher to use in making decisions regarding the assessment and evaluation plan for the course, which of course will vary as to the professional judgement of the teacher. Assessment must focus on each student's individual demonstration of the learning expectations.

The assessment tasks provide a range of written, oral and performance activities including:

• Journals • Multi - media presentations • Oral reports • Poster or visual representation • Written proposals • Written answers • Essay responses	• Research report • Point form summary • Worksheets • Research papers Charts/graphs • Sales presentations • Creating advertisements	• Completion of a form • Comparison chart • Summary paragraph • Oral presentation • Workplace description • Workplace study • Storyboarding • Media log

Source: Ministry of Education: *Ontario Curriculum Unit Planner Version 2.0*

These assessment tasks are integrated with the learning strategies for each activity. It is up to the teacher to decide whether and how to use the task as part of the assessment and evaluation plan for the course. It is not necessary, nor necessarily feasible, to have each of these as an assessment task; however, if used as an assessment task, the chart provides a suggestion for the appropriate tool to be used. It is also important for the teacher to encourage each student to experiment with a variety of media forms and to log the forms that the student uses. This could also be used as an assessment tool for a portfolio. The teacher should use a variety of formative assessment tools throughout the activities and use summative tools when evaluating the culminating activity in each unit.

The assessment tools include the following:

- *Anecdotal* - the use of oral or written anecdotal comments communicated to the students. No level or mark would be assigned, so the feedback to the student would be formative in nature;
- *Checklist* - a simple list of items, which can be used in a variety of ways. It can be a checklist of skills a student demonstrates. Checklists can be used by students for self or peer assessments, or by the teacher. The data can be recorded as complete or incomplete, used for formative feedback, or a mark can be assigned. If the marks generated from checklists are being used to calculate grades, the teacher must be careful that the mark allocated is consistent with the levels on the Achievement Chart;
- *Rating Scale* - the extension of a checklist to include a scale for each item on the list. It is less explicit than a rubric in terms of describing what is required for each item, but provides more information than a checklist on how well each item was completed;

- *Marking Scheme* - a more traditional, but still valid approach, to assessment. It is, in fact, a variation on a checklist, in which each section of a test or assignment is assigned a mark according to a list of required components. The data is often used to assign a mark used to calculate grades; however, if students are given opportunities to retake tests or resubmit assignments the initial use of the data can be as formative feedback;
- *Rubric* - the use of a scoring guide. A rubric can be perceived as another variation on a checklist, involving a list of categories being assessed with a descriptor for four levels of achievement in those categories. The categories and levels are derived from language used in the Achievement Chart and/or the Expectations. In some cases where rubrics are suggested, a simpler rating scale can be used for self and peer assessment, for formative assessment by the teacher, and for the allocation of levels or marks. Rubrics are best used for the assessment of complex tasks, or for the assessment of a collection of simple tasks.

The Achievement Chart Categories are listed in the charts to make it easier for the teacher, whether they are just keeping track of the balance of categories assessed or whether they are calculating grades based on the achievement categories.

The Learning Skills are listed to make it easier for the teacher to collect data for reporting on learning skills on the report card. When students are engaged in group tasks it is appropriate to consider that group interaction is an indicator of each student's learning skills. A portfolio can be used for students in this course to collect samples of their best work, which they can use to help document their communication skills in Unit 4. The portfolio could be used as part of future job applications.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

This course profile is designed with both students from Grade 10 Applied English and locally developed courses in mind. The profile writers considered all learning styles and identifications, and worked to design activities that include student choice, media, and a range of assessment and teaching strategies. Rather than create an extensive list of accommodations for each unit, the profile writers have tried to include activities that are commonly part of daily classroom practices and routines. Recognizing the potential for students to have difficulty with some of the reading and writing activities, emphasis is placed on the use of media, experiential/authentic activities, and supplemental instructions for knowledge and skills needed in the workplace. In addition to the accommodations listed on the students' IEPs, here follows a list of possible accommodations for students:

- Special consideration for concerns about speaking publicly (choice of audience size, use of video camera, or audio tape to support progression in speaking to an audience)
- Extended opportunities for rehearsals
- Pairing with another student
- Extended timelines for learning and for completing activities
- Paired reading and oral reading
- Oral testing; use of scribe or computer
- Opportunities for retests
- Charts, graphs, organizers, forms, contracts in lieu of always writing reports
- Peer-editors, peer-helpers, or assistants
- Breaking down big assignments into little chunks and monitoring students at each stage of the process
- Coloured overlays

Resources

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Kretchman, Lily M. *The Language of Business Communication*. Toronto: John Wiley and Sons Canada Limited, 1988. ISBN 0-471-79677-8

Kropp, Paul. *The Reading Solution*. Toronto: Random House, 1993. ISBN 0-394-22266-0

Literacy Skill Test Preparation Workshop; A Preparation Guide for the Grade 10 Test of Reading and Writing Skills. Toronto: Harcourt Canada, 2000. ISBN0-03998819-8

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Ministry of Education. *Career and Guidance Education*. Ontario: Queen's Printer for Ontario, 2000. ISBN 0-7778-9190-5

Ministry of Education. *Individual Education Plan*. Ontario: Queen's Printer for Ontario, 2000. ISBN 0-7794-0078-X

Ministry of Education. *Program Planning and Assessment*. Ontario: Queen's Printer for Ontario, 2000. ISBN 0-7778-9199-9

Norton, Sarah. *Essay Essentials with Reading*. Toronto: Harcourt Brace and Company, 1997. ISBN 0-7747-3582-1

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Strumpf, Lori. *Essential Skills for the Workplace* (Forms and Resources - Level 2). Chicago: National Textbook Company, 1998. ISBN 0-8442-0397-1 (Student Text) ISBN 0-8442-0399-8 (Teachers Guide)

Willson, Robert. *The Macmillan Handbook of English*. Canadian ed. Ontario: Collier Macmillan Inc., 1984. ISBN 0-02-997890-4

Ministry of Education. Literacy Skills Profile

Websites

Note: The URLs for the websites have been verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Canadian Geographic Magazine
www.canadiangeographic.ca

Discover Magazine
www.discover.com

The Toronto Star (print or electronic)
www.thestar.ca

The Globe and Mail (print or electronic)
www.theglobeandmail.com

The National Post (print or electronic)
www.thenationalpost.com

The Toronto Sun (print or electronic)
www.thetorontosun.com

Government of Ontario Job Site
www.cbsc.org/ontario

Monster (job Website)
www.monster.ca

Government of Canada "Canada's Biggest Job Site" website Workopolis
www.workopolis.com

Sites for your local newspapers!

Conference Board Website
www.conferenceboard.ca/nbec

OSS Considerations

The profile team focused on three areas of concern as listed in *The Ontario Curriculum, Grades 9-12, Program Planning and Assessment, 2000*: the role of technology in the curriculum, career education, and workplace experience. Many of the unit activities require the use of information technology to assist in the writing process, to conduct research, and, if the teacher wishes, to present information. The activities provide students with the opportunity to apply their language skills to work related situations, to read and write work related materials, to polish employment skills, and to become self-directed learners. While the activities do not require students to have a work placement, specific activities do involve researching work-related information. Furthermore, members of the community are invited in to speak about their professions, the skills they use on the job, and the examples of forms, reading and writing they complete on the job. This course is a natural extension of Career Studies, and there are many links to co-operative education programs.

Coded Expectations, English, Grade 11, Workplace Preparation, ENG3E

Literature Studies and Reading

Overall Expectations

LSV.01 · read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues;

LSV.02 · demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material;

LSV.03 · identify elements of style in a variety of informational and literary texts, focusing on how the elements contribute to clear and accurate communication.

Specific Expectations

Understanding the Meaning of Texts

LS1.01 – use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs (e.g., follow a developing story in a newspaper for personal interest; relate information contained in charts and graphs to the body of the text; read trade publications to report to the class about the literacy and social skills required in various occupations);

LS1.02 – use knowledge of the elements of fiction, non-fiction, drama, and poetry to understand and explore relevant social themes and issues in literary texts (e.g., examine roles of similar characters in a selection of Canadian literature; assess the impact of technology as presented in science-fiction short stories; read a novel for enjoyment and report on their reactions);

LS1.03 – identify and explain ideas, issues, and information in texts (e.g., identify key characters and events in a novel and explain how they are used to develop the theme; identify characteristics needed for success from reading a newspaper or magazine profile of a successful person; read about employment trends and describe the implications for career planning);

LS1.04 – describe a variety of reading strategies and use them to understand specific texts, with an emphasis on previewing table of contents, headings, illustrations, photographs, captions, and charts; forming questions about difficult sections of text; and using graphic organizers to record information;

LS1.05 – compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., role-play their own response to a crisis depicted in fiction and compare it with the actions of a character in the work);

LS1.06 – describe the influence of the personal and social values and perspectives of authors and readers on texts and interpretations of texts (e.g., explain how the word choice in an article or report reflects the author's attitude towards the topic; account for different interpretations by different readers of stories about such issues as human rights, sexism, genocide, or conservation).

Understanding the Forms of Texts

LS2.01 – describe how elements of specific forms influence meaning in informational texts (e.g., describe how images, copy, charts and graphs, and page layout contribute to the theme in a magazine article; explain the different functions of paragraphs in a report and a short article);

LS2.02 – describe how elements of specific forms influence meaning in literary texts (e.g., discuss how the use of chronological order or flashbacks in fiction contributes to the story; describe the effects of an author's description of a character in a novel).

Understanding the Elements of Style

LS3.01 – describe the different types of language used to convey information and express opinions and emotions in a variety of texts (e.g., explain the use of transitional words and phrases to clarify the argument in an opinion piece; examine reports and manuals to identify characteristics of a plain-language style; discuss the way language is used to convey a mood in a short story);

LS3.02 – describe the rhetorical and literary devices, such as parallel structure, hyperbole, imagery, and symbol, used in informational and literary texts, and explain how the devices clarify and enhance the meaning and impact of the works (e.g., discuss the importance of parallel structure in a series of instructions; explain how one image effectively captures the theme of a poem);

LS3.03 – describe the effect of authors' choices of language and stylistic devices on the reader by examining their own and others' interpretations of the style of texts;

LS3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the function of columns, boxes, and diagrams in newspapers and magazines; assess the usefulness of visual elements such as borders, shading, italics, bullets, and numbered lists in reports; assess the readability and attractiveness of brochures from various sources).

Writing

Overall Expectations

WRV.01 · use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace-related writing;

WRV.02 · identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 · use organizational structures and patterns to produce coherent written work;

WRV.04 · revise their written work, collaboratively and independently, with a focus on accuracy of information and clear expression;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline in order to complete a project effectively and meet a deadline);

WR1.02 – classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

WR1.03 – analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;

WR1.04 – use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé).

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., create instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution);

WR2.02 – use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 – select the appropriate person and level of language for a specific form, purpose, and audience (e.g., use the first person to state and support an opinion; use precise, specialized language to write a set of instructions; use the impersonal third person consistently to compare information from two texts).

Organizing Ideas and Information in Written Work

WR3.01 – select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employment skills);

WR3.02 – apply knowledge of report structure to organize written reports, using:

- ❑ an introduction that clearly identifies the topic or poses an inquiry question;
- ❑ a body that presents information and data in point form or connected paragraphs, supported by examples, graphics, or charts;
- ❑ a conclusion that presents a summary or recommendation;

WR3.03 – use organizational patterns such as cause and effect and problem-solution to present information and ideas in short reports (e.g., use a cause-and-effect pattern and labelled diagrams in a report explaining how to use a computer application).

Revising Drafts

WR4.01 – revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering to clarify the content or sequence or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);

WR4.02 – revise drafts to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for use of inclusive and anti-discriminatory language);

WR4.03 – revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology;

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., select the most effective fonts, typefaces, and type sizes to publish announcements; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);

WR5.03 – compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- ❑ Grammar and Usage: use parts of speech correctly, including nouns, pronouns, verbs, adverbs, adjectives, conjunctions, and prepositions (e.g., use personal pronouns in the proper case in compound subjects and objects);
- ❑ Grammar and Usage: communicate clearly using a variety of correct sentences incorporating subject, verb, object, subjective completion, and prepositional phrases;
- ❑ Grammar and Usage: communicate clearly and logically using a variety of correct compound and complex sentences that incorporate principal and subordinate clauses (e.g., use coordination to draw equal attention to two or more ideas; place major ideas in principal clauses and minor ideas in subordinate clauses or phrases);
- ❑ Grammar and Usage: identify and correct errors in sentence structure, verb tense consistency, and subject-verb agreement in narrative and expository writing;
- ❑ Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors (e.g., recognize the basic patterns of Canadian, British, and American spelling; apply knowledge of rules and patterns when adding a suffix to words ending in y or silent e);
- ❑ Spelling: use homophones and commonly confused words correctly (e.g., learn spelling and use of *coarse/course, lead/led, passed/past, stationary/stationery, fewer/less, farther/further*);
- ❑ Spelling: use apostrophes correctly in contractions and possessives (i.e., know *when* and *when not* to use an apostrophe);
- ❑ Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., recognize the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);
- ❑ Punctuation: use punctuation correctly, including the period, question mark, exclamation mark, comma, dash, and colon, as well as quotation marks, parentheses, and ellipses (e.g., use a dash to indicate a dramatic shift in tone or thought; use a colon after the salutation of a business letter and to indicate that a list or explanation will follow).

Language

Overall Expectations

LAV.01 · use knowledge of vocabulary and language conventions to read, write, and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in oral reports, role-playing, and other presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01 – apply a variety of strategies to extend vocabulary through reading, with an emphasis on recognizing synonyms, antonyms, homophones, and homonyms (e.g., keep a personal list of significant new words and phrases encountered in texts; refer to a dictionary and a thesaurus for alternative word choices to those in a magazine article; recognize how words encountered in a trade or professional publication are formed from prefixes, suffixes, and roots);

LA1.02 – explain the impact and consequences of using different types of words and expressions in a variety of personal and social contexts (e.g., write a scene that illustrates how language affects personal relationships; research the persuasive use of language in advertisements; identify words or phrases likely to intensify a conflict and suggest alternative language to help resolve the situation);

LA1.03 – identify and use specialized vocabulary and language appropriate to workplace situations, with a focus on clear and accurate expression (e.g., read a manual and make a list of specific words used to describe equipment, parts, tools, or procedures);

LA1.04 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., refer to recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LA2.01 – communicate orally in large and small groups for a variety of purposes, with a focus on following specific instructions; listening for main ideas and supporting details; clarifying and extending the ideas of others; and using specialized language appropriately;

LA2.02 – communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; restating and paraphrasing information; asking questions to confirm understanding; contributing additional information; making notes to record information; summarizing the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate;

LA2.03 – use critical listening skills to understand the content of oral communications (e.g., listen for main ideas and supporting details; follow oral instructions accurately; ask questions to confirm understanding; write accurate summaries and messages);

LA2.04 – use techniques of effective oral communication, with a focus on clear organization, strong beginnings and endings, and the use of timing, pace, voice projection, gestures, body language, visual aids, and technology;

LA2.05 – compare their current oral communication knowledge and skills with those required in a variety of workplace settings and create a plan to address identified needs.

Media Studies

Overall Expectations

MDV.01 · use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works;

MDV.02 · demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying explicit and implicit messages in media works (e.g., analyse the use of claims and appeals in a series of advertisements; identify the point of view in a documentary);

MD1.02 – describe the key elements of a variety of media forms (e.g., write a report describing the use of images, columns, colour, fonts, and text in several magazines; report orally on the use of narration and images in a documentary; compare the print and film versions of a story);

MD1.03 – identify the techniques used in a variety of media works (e.g., discuss the use of images and editing in several films; identify the techniques used to alter images electronically in commercials);

MD1.04 – explain ways in which media works reflect, distort, or influence audience behaviour (e.g., compare the portrayal of teenage life on television with teenage life in the school and community; explain the impact on various segments of society of the portrayal of violence in the media);

MD1.05 – explain how and why different audiences interpret media works differently (e.g., survey peers and adults about their reactions to specific television programs and explain the results);

MD1.06 – describe the relationship between media works and media industry practices, including marketing and distribution methods (e.g., research and report on the use of product placement in films and television shows; research and report on the development, promotion, and sale of a new product).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., communicate the same story in two or more media forms, such as a radio news report, a television tabloid report, and a storyboard, using available resources; design an instructional video for use in the home or workplace);

MD2.02 – use knowledge of the connections among form, purpose, audience, and production options to describe choices made in the design and production of media works (e.g., identify a production problem and discuss the solutions considered; present a media work and explain the design and production process).

Unit 4: Consulting the Community

Time: 25 hours

Unit Description

In this unit students research and practise specific skills that are expected in the workplace. They identify workplace requirements and employability skills and relate them to their communications skills. Through reading and writing of workplace communications, and interaction with guest speakers from local businesses, they develop their own skills and then document them in a portfolio, which also includes samples of their written work. This gives the students an opportunity to apply and master the necessary communication skills that are required in the workplace.

Activity Titles (Time + Sequence)

For more detail on expectations and assessment see Unit Chart in the Course Overview.

Activity 4.1	Skill Search – Consulting the Media	240 minutes
Activity 4.2	Employability Skills – Preparing for Your Future	300 minutes
Activity 4.3	Workplace Communication – Part I	300 minutes
Activity 4.4	Jobholders in the Classroom – Showing us What We Need to Know	420 minutes
Activity 4.5	Workplace Communication – Part II	240 minutes

Activity 4.1: Skill Search – Consulting the Media

Time: 240 minutes

Description

This activity is intended to introduce students to the skills required in the workplace and builds on the research and presentation skills already addressed in previous units. Students use newspapers and Internet sites previously selected by the teacher to record the skills that are required for specific jobs. Students then record their findings and present them to small groups. This will lead into the second activity where they will begin to look at the job related skills they possess. This activity ensures that students identify, analyse, relate, gather, and present workplace-related information. This information is recorded for easy communication with the teacher and peers. Students use oral communication and listening skills to present findings and record information from their peers.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations

LSV.01 - read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues;

WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace-related writing;

LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in oral reports, role-playing, and other presentations.

Specific Expectations

LS1.01 - use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs;
LS1.03 - identify and explain ideas, issues, and information in texts;
WR1.02 - classify and organize information to suit specific forms and purposes for writing;
WR1.03 -analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;
LA1.03 - identify and use specialized vocabulary and language appropriate to workplace situations, with a focus on clear and accurate expression;
LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on following specific instructions; listening for main ideas and supporting details; classifying and extending the ideas of others; and using specialized language appropriately;
LA2.02 - communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; restating and paraphrasing information; asking questions to confirm understanding; contributing additional information; making notes to record information; summarizing the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate.

Prior Knowledge & Skills

- Ability to research using print and electronic sources
- Ability to analyse and summarize information
- Ability to present material both in writing and orally

Planning Notes

- Consider subscribing to a daily national newspaper for class use. Consult the teacher/librarian. A variety of newspapers are desirable but not necessary.
- Review songs and/or poems with workplace themes some examples of songs are: "My Music at Work" by The Tragically Hip, "Everybody's Working for the Weekend" by Loverboy, "Taking Care of Business" by BTO, "The Work Song" by Billy Squire, "Working Man" by Rush, "9 to 5" by Dolly Parton, and "All of the Small Things" by Blink 182, and "Get a Real Job" by Georgia Satellites.
- Save or cut out sections from newspapers, magazines, and websites that deal with workplace related skills.
- Use local community papers and encourage students to bring print materials from home.
- Establish a database of useful websites that deal with jobs or newspapers. Update it regularly. Encourage student participation in this activity.
- Be familiar with a variety of cooperative learning techniques.
- Consult with Guidance staff and with teachers of Career Studies in order to build on work students did in that course.

Teaching/Learning Strategies

4.1.1 Student Activity: Students listen to songs and poems related to the workplace. Encourage students to bring in their own songs based on this theme. Ask students to find the lines and words, which demonstrate these issues and emotions. Students reflect upon their own workplace experiences and attitudes relating to the songs. Record findings in media logs.

Teacher Facilitation: Provide an assortment of songs and poems. Instruct students to record emotions, issues, and images in their media logs. The teacher encourages and assists students with the analysis.

4.1.2 Student Activity: Students participate in a class discussion about job skills necessary to succeed in the workplace and how attitudes can affect those skills. They can refer to the skills they have discussed in earlier units of the course. They review the guidelines for their portfolio.

Teacher Facilitation: The teacher leads a discussion about job skills by asking students about their own experiences or those of people they know. This can tie in with the activity in Unit 1 on what they feel are their personal strengths. The teacher introduces the focus of the unit by outlining the portfolio process that is used to allow students to document their own workplace-related skills. The teacher informs students that they will be inviting people from the workplace to share their knowledge and experiences with the class. Students are encouraged to think about community members whom they would like to invite or jobs that they would like to learn about first hand.

4.1.3 Student Activity: Students begin their exploration of workplace requirements by using the resources specified by the teacher.

Teacher Facilitation: The teacher introduces the job assignment and hands out a well-developed assignment sheet. The teacher assigns students to groups of three or four students each. Each group receives several copies of job advertisements that are specific to one field (e.g., construction, hotel administration, business). Direct students to review the language of job ads (employability skills) and look back at their glossary developed in Unit 3. The Internet can also be used for this depending on the technical capabilities of the school and the skill level of the students. This is an ideal assignment for a jigsaw format.

4.1.4 Student Activity: Students read the job advertisements and find and record the required skills needed for that particular field.

Teacher Facilitation: The teacher circulates to each group ensuring each student is on task and is on the right track. The teacher can assess learning skills at this time (work habits).

4.1.5 Student Activity: Students present their findings to the rest of the group. As students listen to the presenters they should add any skills that they do not already have. Students should then switch groups so they are working with students who used different newspapers or websites. Students present their findings again to the new group and add any new skills presented, and add their skills information to their portfolio.

Teacher Facilitation: The teacher continues to circulate through the room to ensure that students are participating effectively. Continue to assess learning skills (teamwork, work habits). Once students have completed their presentations, the teacher, using the blackboard or overhead, asks students for what they think are the most common and most important job skills. Students are asked to highlight or underline the most common skills and the specific skills for each job type. They also highlight the skills that require the use of communication skills.

4.1.6 Student Activity: Students make a T-chart comparing the skills they use at schools and those that are required at work, and then use it as a basis to write a short report about the transition from school to work.

Teacher Facilitation: The teacher outlines the task and provides assistance as necessary.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart	Links to Learning Skills
Analysis of job ads	Observation	Thinking/Inquiry Analysis	Work habits, works independently
Location of job skills	Checklist (see Appendix 2.4-4, Grade 10 English Public Profile)	Thinking/Inquiry Application	Teamwork
Presentation	Checklist (see Appendix 2.4-4, Grade 10 English Public Profile)	Communication	Teamwork
Written report	Checklist	Thinking/Inquiry Communication	Initiative

Accommodations

- Provide assistance with computers.
- Provide opportunities for oral responses in place of writing.
- Use T-chart as the basis for a conference instead of written report.

Resources

The Toronto Star (print or electronic)
www.thestar.ca

The Globe and Mail (print or electronic)
www.theglobeandmail.com

The National Post (print or electronic)
www.thenationalpost.com

Canoe (News and current events)

Costello et al. *Contacts: Teaching Literacy Communication Across the Curriculum.* Toronto: OSSTF Resource Books, 1997.

Government of Ontario Job Site
www.cbsc.org/ontario

Ministry of Education. Literacy Skills Profile

Monster (job Website)
www.monster.ca

Government of Canada "Canada's Biggest Job Site" website Workopolis
www.workopolis.com

Your local newspapers!

Activity 4.2: Employability Skills – Preparing for Your Future

Time: 300 minutes

Description

This activity is designed to make students aware of the knowledge and skills required by employers, apprenticeships, or training programs. Following Activity 4.1 students explore skills required for the workplace and reflect on their own skills in order to prepare for the transition upon graduation. The major emphasis of this activity is to familiarize students with the Employability Skills Profile. The expectations are clustered to focus on reading informational texts, both print and electronic, and gathering information from tables for the purpose of gaining knowledge and self-assessment. In the final task, students reflect on skills previously acquired from home, school and the community and put this information in a template. From this gap analysis activity students set goals and begin to make plans to work towards them.

Strands & Learning Expectations

Strand(s): Literature Studies and Reading, Writing, Language
LSV.01 - read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues;
LS1.01 - use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs;

LS1.02 - use knowledge of the elements of fiction, non-fiction, drama, and poetry to understand and explore relevant social themes and issues in literary texts;
WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace-related writing;
WRV.03 - use organizational structures and patterns to produce coherent written work;
WR1.01 - investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data from print and electronic sources;
WR1.02 - classify and organize information to suit specific forms and purposes for writing;
WR1.03 - analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;
WR1.04 - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing;
WR2.03 - select and use an appropriate form to produce written work for a specific audience and a specific purpose;
WR3.01 - select and use appropriate organizational patterns in written communications;
WR3.02 - apply knowledge of report structure to organize written reports, using:

( ) an introduction that clearly identifies the topic or poses an inquiry question;
( ) a body that presents information and data in point form or connected paragraphs, supported by examples, graphics, or charts;
( ) a conclusion that presents a summary or recommendation;

LAV.01 - use knowledge of vocabulary and language conventions to read, write, and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications;
LA1.03 - identify and use specialized vocabulary and language appropriate to workplace situations, with a focus on clear and accurate expression;
LA2.05 - compare their current oral communication knowledge and skills with those required in a variety of workplace settings and create a plan to address identified needs;
LSV.02 - demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material.

Prior Knowledge & Skills

- Ability to read and interpret graphs
- Ability to access and use the Internet as a resource

Planning Notes

- Work closely with cooperative education staff and the teacher working with the Grade12 English Workplace Preparation course in order to facilitate a continuum of learning. Consult with teachers of Grade 10 Career Studies in order to build on material covered in that course. (There are 5 Modules in the Employability Skills Profile Tool Kit and it is suggested that Module 1 and 2 are most appropriate for this time and grade level. It is recommended Modules 4, 5 and 6 be considered for use in Grade 12 English, Workplace Preparation Course.)
- Become familiar with the Employability Profile 2000+ chart and website – www.conferenceboard.ca/nbec.
- Locate resource to use such as the Employability Skills Profile Toolkit.

Teaching/Learning Strategies

4.2.1 Student Activity: Students review the skills as advertised for their job search in the previous activities (4.1.1-4.1.5). Brainstorm the common types of skills, using "sticky" notes for each skill, e.g., Mechanic - good with mechanical things, relays problems to customers, works with other mechanics and employees, knowledge of safety issues. Have students post the notes on chart paper or the board, grouping like skills. Together students create category names, e.g., People Skills, Manual Skills, Teamwork.

Teacher Facilitation: The teacher ensures students have their notes from Activity 4.1. Provide students with sticky notes and ample board space. Guide them through the process of posting and grouping the skills.

4.2.2 Student Activity: Students read over the Employability Skills Profile and look for similarities to the categories and skills they produced in 4.2.1. Students are given the opportunity to ask questions or ask for clarification regarding skills, vocabulary, requirements, headings, etc.

Teacher Facilitation: The teacher provides each student with a copy of the Employability Profile. A teacher- directed lesson is required to familiarize students with the Employability Skills Profile 2000+ (ESP 2000+). Have students pay close attention to the three major categories: Fundamental Skills, Personal Management Skills, and Teamwork Skills. Discuss the origin and purpose of this document along with the sponsors that make up the Conference Board of Canada and Industry Canada.

4.2.3 Student Activity: Each student selects two jobs from the study in 4.1 in which they are most interested. Student uses ESP 2000+ as a checklist, putting a check mark in a different colour for each of the two jobs. In two or three complete sentences students explain the most important skills needed for each job, making reference to the categories into which they fall, and share written responses with a partner.

Teacher Facilitation: The teacher walks around the class and helps students evaluate the most significant skills for their checklist, allowing sufficient time for students to share their responses.

4.2.4 Student Activity: Students provide a written response for the following questions: Where do I want to be? How can I get there? These questions are asking about the transition from school to work and future employment opportunities.

Teacher Facilitation: The teacher provides resources and focuses on the key questions to answer through this vehicle, Where do I want to be? How can I get there? Upon reflection, students answer these questions by writing in a workbook or journal.

4.2.5 Student Activity: Using a blank template of the Profile, students complete a self-assessment of skills that have been acquired from home, school, work, or the community. Use the following headings: Fundamental Skills, Personal Management Skills, and Teamwork Skills. Use the following questions as a guide: What skills do I already have? What skills do I need?

Teacher Facilitation: This final activity is a self-assessment/reflection exercise. The teacher may give students a blank template with the headings, use the electronic version, or use this as an opportunity to make a table using a computer software application.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart	Links to Learning Skills
Brainstorm	Anecdotal Chart notes	Knowledge/Understanding Thinking/Inquiry	Teamwork, Organization
Gap Analysis	Checklist	Knowledge/Understanding Thinking/Inquiry	Works independently
Written Response	Journal writing Rubric	Communication	Work habits, initiative
Self assessment	Checklist	Application	Works independently

Accommodations

- Provide assistance with vocabulary
- Provide opportunities for oral responses in place of written
- Provide assistance with computer applications

Resources

Employability Skills Tool Kit - McGraw Ryerson Ltd. (Available as CD-ROM Interactive website available September, 2001.)

Customer Service and Orders ISBN 007087847-1

Conference Board Website
www.conferenceboard.ca/nbec

www.monster.ca

www.workopolis.com

Self assessment of employability skills

Activity 4.3: Workplace Communication – Part I

Time: 300 minutes

Description

This activity introduces types of written workplace communications, including business letters, memos, e-mails, work orders, purchase orders, procedural instructions, reports, completion of forms, and wall posters. After examination of various samples students develop two of their own.

Strand(s) & Learning Expectations

Strand(s): Writing, Literature Studies and Reading, Language

WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace related writing;

WRV.02 - identify the informational and literacy forms suited to various purposes and audiences and use the forms appropriately in their own writing;

WRV.03 - use organizational structures and patterns to produce coherent written work.

WR1.04. - use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace related writing;

WR2.01 - select and use an appropriate form to produce written work for specific audiences and a specific purpose;

WR2.02 - use literary and informational texts as models of writing for specific purposes and audiences;

WR2.03 - select the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - select and use appropriate organizational patterns in written communications;
LSV.02 - demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material;
LAV.01 - use knowledge of vocabulary and language conventions to read, write, and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications.

Planning Notes

- Collect samples of workplace communications from local businesses.
- Encourage students to bring print material (newspapers and magazines) from home.
- Establish a database of useful websites dealing with business communications and update it regularly – encourage student participation in this activity.
- Use a variety of print and electronic sources to gather the information on business communications and develop ideas for workplace-related business communications.
- Consult the CD-ROM Essential Skills – Skills for Life Learning Work from HRDC for ideas and examples of workplace reading requirements and strategies, which are grouped by occupation to allow focus on areas of student interest.
- Check with other teachers to see what related activities were done in Grade 9 and 10 English or other Grade 11 Workplace Preparation courses such as Science or Mathematics.

Prior Knowledge & Skills

- Ability to write personal letters

Teaching/Learning Strategies

4.3.1 Student Activity: In small groups students examine a variety of workplace communication samples and generate, on chart paper, a list of the types of workplaces in which they would be used, the target audience, and the format used. They then report their results to the class. Students develop a summary table for their portfolio.

Teacher Facilitation: The teacher assigns students to groups and then provides each group with three samples to study.

4.3.2 Student Activity: Students identify two types of workplace communication that are related to job areas in which they have an interest or experience. Students use information and ideas from prior knowledge, personal experience, and research to develop the content for the workplace-related writing (e.g., use knowledge about a procedure to write a set of instructions). Students produce an ideas page using word webs or mind mapping after identifying the workplace and target audience for each piece.

Teacher Facilitation: The teacher assists students with their choices through focused questions. The teacher may group students who are doing similar types of communication and provide mini-lessons on the format they are using.

4.3.3 Student Activity: Students start work on their first draft of their two workplace communications, which they continue through the next two activities. Students use the appropriate form to produce written work for the specific audience and a specific purpose.

Teacher Facilitation: The teacher provides models or samples that students can look at and monitors student progress. Based on student needs the computer lab may need to be booked for this activity.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart	Links to Learning Skills
Summary Table	Checklist	Communication Knowledge/Understanding Inquiry	Work habits Works independently Initiative
Brainstorming Notes	Checklist	Communication Knowledge/Understanding	Work Habits, Initiative
Rough draft of two communications	Rubric	Communication Knowledge/Understanding Inquiry	Work Habits, Initiative

Accommodations

- Provide communication samples with a range of reading levels.
- Provide guidance to ensure choice of workplace communication type is appropriate for interest and ability level.
- Encourage students to model the sample communications.

Activity 4.4: Jobholders in the Classroom: Showing Us What We Need to Know

Time: 420 minutes

Description

Students extend their understanding of workplace communications by interacting with guest speakers from the workplace. Students read examples of workplace communication, and they learn about the reading and writing that is necessary in each line of work, as well as the oral communication skills. Students fill out job related forms and learn when and why they are used. Students ask questions and make notes on how to find a position at these locations, starting salaries, required training, and other related issues. Later, students present what they have learned from the guest speakers, and how they can apply their newly learned presentation skills in the future.

Strand(s) & Learning Expectations

Strand(s): Literature studies and Reading, Writing, Language

Learning Expectations

LSV.01 - read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues;
LSV.02 - demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material;
LS1.01 - use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs;
LS1.03 - identify and explain ideas, issues, and information in texts;
LS1.04 - describe a variety of reading strategies and use them to understand specific texts, with an emphasis on previewing table of contents, headings, illustrations, photographs, captions, and charts; forming questions about difficult sections of text; and using graphic organizers to record information;
WRV.02 - identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;
WR1.01 - investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data from print and electronic sources;

WR1.02 - classify and organize information to suit specific forms and purposes for writing;
LAV.01 - use knowledge of vocabulary and language conventions to read, write, and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications;
LAV.02 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in oral reports, role-playing, and other presentations;
LA1.01 - apply a variety of strategies to extend vocabulary through reading, with an emphasis on recognizing synonyms, antonyms, homophones, and homonyms;
LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on following specific instructions; listening for main ideas and supporting details; clarifying and extending the ideas of others; and using specialized language appropriately;
LA2.02 - communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; restating and paraphrasing information; asking questions to confirm understanding; contributing additional information; making notes to record information; summarizing the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate;
LA2.03 - use critical listening skills to understand the content of oral communications;
LA2.05 - compare their current oral communication knowledge and skills with those required in a variety of workplace settings and create a plan to address identified needs.

Prior Knowledge & Skills

- Ability to make notes on presentations/oral information
- Ability to work in partners and to self-assess

Planning Notes

- Invite guest speakers from local businesses/workplaces into the classroom. Three presenters are recommended.
- Ask guests to bring in samples of complete business letters, memos, and other workplace communication samples.
- Ask them to bring complete and/or blank time sheets, purchase orders, work orders, fax sheets, reports, tests, and the like. Ask them to bring in any material they are required to read and/or write on the job. Also, ask if these can be kept.
- Inform them of when to arrive, the required visitor procedure (should your school have one for visitors), how long they have to speak, the types of questions to expect, and what the objectives are, or consider having students perform some of these roles.
- Consider giving the guest speakers a card or gift.
- Collect some forms and samples before the first guest speaker arrives in case he/she hasn't brought any (the custodial staff are a wonderful resource). Each visit requires some practical connections to be made to the workplace.
- Consider workplace visits as an alternative or extension to this activity.
- Check with Career Studies teachers and Cooperative Education teachers to see what related activities have been done. Consider the Career Studies teachers as an excellent resource and contact for bringing in community workers.
- Consider inviting guest speakers that add variety and diversity to the students' exploration of jobs.

Teaching/Learning Strategies

4.4.1 Student Activity: Students review the routines, and expectations for the next several days. They generate a list of potential questions with a partner.

Teacher Facilitation: The teacher reminds the class that they will have guest speakers over the next several days. The teacher explains that the first ten to fifteen minutes of class will be devoted to working on their workplace communications assignment or to reading, and that the next hour involves listening to the guest speaker, making notes, asking questions, reading sample forms and letters, and completing some forms. Students are reminded of appropriate behaviours that must be exhibited, and volunteers could be asked to introduce and/or thank the speaker at the end of each period. The teacher informs students that they must ask at least one question over the course of the week, and that this will be documented. The teacher also informs the students that they will submit their graphic organizer, and their list of potential questions at the end of the activity. Finally, the teacher tells students that they will make a short presentation on presentation skills answering the following: What have they learned from the guest speakers in terms of presentation skills? What was/wasn't effective? What new skill are they trying to demonstrate in this short presentation? How can you apply these skills in future presentations? What have you learned about the workplace from the guests? The teacher gives students the rubric. At this point, the teacher asks students to get into pairs, and to generate a list of at least ten to twenty potential questions they can ask presenters. The teacher aids the partnerships in generating a list of some generic, and appropriate questions. Inappropriate questions and comments are discussed, as are the reasons. The teacher asks students to assess their involvement in the partner work activity using a format with which they are familiar.

4.4.2 Student Activity: Students work on workplace communications assignment and/or read. They listen to the guest speaker, make notes, and ask questions. As students listen to the speakers they are required to use their graphic organizer to write down the most important information. They read the samples brought in by the guest, and they complete some. A volunteer student thanks the presenter. Extra time is spent in class review/discussion. This process continues for a total of four days (this being day one).

Teacher Facilitation: The teacher reminds students to take notes with the graphic organizer highlighting the important and relevant information they are looking for. The headings may include: Name, Job Title, Hours, Duties, Communication Skills Required, Training, Starting Salary, and Job Satisfaction. The teacher may also choose to break this activity down even further, depending on the students, and divide the class and assign one area to each group. The teacher encourages students to ask questions, introduces the speaker, assists the speaker when needed, manages behaviour, encourages student participation, monitors note taking, and assists students in completing forms. (Suggestion: 10-15 min. for letters/reading, 20-30 minutes for guest talks, 15 minutes for forms, then review) If the presentation skills or questions are not addressed the teacher may either rephrase the question or cover the material at another time. Once the guest has left, the teacher comments on the questions that were asked, student behaviour (good audience, strong listening skills), note taking, and the presentation skills. The teacher gives compliments, makes suggestions, and hints at some presentation skills that were exhibited and how they can be addressed in their upcoming presentation. Use extra time to review the forms and workplace social skills with students. Discuss the organization format of various forms. Check that students can explain the questions/content on certain forms. Review the reading strategies they have used in completing these forms. Initiate a teacher lead discussion regarding whether the format is/isn't effective (clarity, spacing, legibility). Discuss the social skills that seem necessary for the jobs presented by the guests.

4.4.3 Student Activity: Students touch up their notes and forms, and hand them in. They then complete a teacher-generated questionnaire, which asks students to assess their own presentation skills. Students record on a chart three effective presentation skills/strategies that the guests used, and that as students they don't demonstrate. Finally, they figure out how they can use each of these three strategies/skills in their future presentations. They plan how to implement one of these three strategies in their presentation.

Teacher Facilitation: The teacher gives students a few minutes to gather their notes and forms. The teacher reminds students that they must give a presentation. The teacher tells them that they must identify three effective strategies that were used by the guest speakers that students don't always demonstrate, and plan how they could use these three strategies in future presentations. The teacher may write a chart on the board to help students with this process. The teacher could suggest "eye contact" and "use cue cards instead of read, or review content enough that material is known" as an example (students cannot use the teacher's examples as their own). The teacher may need to assist in this process. Once this reflection is complete, the teacher tells students to select one of the three and plan how to demonstrate this one strategy in their presentation. The teacher clarifies that the presentation consists of covering the information on their graphic organizer (perhaps in more detail), demonstrating one strategy during the presentation, and communicating what workplace knowledge they have learned. The teacher reviews how the graphic organizer, questions, personal assessment of presentation skills, and the presentation will be assessed.

4.4.4 Student Activity: Students rehearse their material, present, and hand in their charts. Students also provide verbal feedback to the presenters.

Teacher Facilitation: The teacher evaluates the presentations, self-assessments, questions, and graphic organizer.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart	Links to Learning Skills
Partner Brainstorming	Self-evaluation Rubric	Thinking/Inquiry Communication Application	Teamwork, Initiative
Question	Class list check mark	Communication Application	Teamwork, Initiative
Notes/Graphic Organizer	Rubric	Knowledge Understanding Communication Application	Works Independently, Teamwork, Organization
Discussion/ Review	Anecdotal	Knowledge/Understanding, Thinking/Inquiry Communication Application	Teamwork, Work Habits, Initiative
Presentation and comparison of skills to required skills in workplace	Rubric	Knowledge/Understanding Thinking/Inquiry Application Communication	Works Independently, Teamwork, Organization, Work Habits, Initiative

Accommodations

- Make a task checklist for those students who have difficultly completing all stages of an activity
- Assist in brainstorming and planning of presentations
- students unable to make written notes quickly may need to use a tape recorder or have their notes photocopied
- a computer may also be used to help make neat, organized notes

Resources

Strumpf, Lori. *Essential Skills for the Workplace* (Forms and Resources - Level 1). Chicago: National Textbook Company, 1998. ISBN 0-8442-0396-3

Appendices

Rubric for Activity 4.4

Rubric for Activity 4.4

Criteria/Category	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Application Personal Assessment of Presentation Skills (WR3.01, LA2.04)	- limited evidence of comparison between personal oral skills and those required in the workplace	- some evidence of comparison between personal oral skills and those required in the workplace	- considerable evidence of comparison between personal oral skills and those required in the workplace	- extensive evidence of comparison between personal oral skills and those required in the workplace
Inquiry Preparation and Use of Questioning (formulates and asks questions, and interprets information) (LA2.02)	- generates and asks few questions	- generates and asks some relevant questions	- generates and asks a variety of relevant questions	- generates and asks an extensive variety of thoughtful and relevant questions
Knowledge Organization of Information (WR1.02)	- organizes and records information with limited accuracy and detail	- organizes and records information with some accuracy and detail	- organizes and records information with considerable accuracy and detail	- organizes and records information with a high degree of accuracy and detail
Communication Use of Effective Oral Communication Techniques (voice, aids, gestures, eye contact, technology, etc.) (LA2.04)	- uses oral communication and presentation techniques with limited effectiveness	- uses oral communication and presentation techniques with some effectiveness	- uses oral communication and presentation techniques with effectiveness	- uses oral communication and presentation techniques with a high degree of effectiveness and creativity
Communication Presentation of Required Information (see 4.4.1) (LA2.01)	- limited discussion of required information	- some discussion of required information	- considerable discussion of required information	- complete and detailed discussion of required information

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Activity 4.5: Workplace Communication – Part II

Time: 240 minutes

Description

This activity involves students comparing their workplace communications to the ones brought in by the guest presenters in Activity 4.3. Students will use the writing samples the guest presenters have shown them and will compare them to their own writing. The students will act as peer editors for their classmates. Students will use knowledge of vocabulary and language conventions to write competently, with a focus on identifying and selecting appropriate vocabulary and syntax. Students will use the proofreading comments and the sample pieces to polish their own final writing pieces.

Strand(s) & Learning Expectations

Strand(s): Writing, Literature Studies and Reading, Language

Overall Expectations

WRV.01 - use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace related writing;
WRV.04 - revise their written work, collaboratively and independently, with a focus on accuracy of information and clear expression;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;

Specific Expectations

WR4.01 - revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering to clarify the content or sequence or connect ideas;
WR5.02 - produce, format and publish written work using appropriate technology to share writing with the intended audience;
WR5.03 - compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

( ) Grammar and Usage: use parts of speech correctly, including nouns, pronouns, verbs, adverbs, adjectives, conjunctions, and prepositions;
( ) Grammar and Usage: communicate clearly using a variety of correct sentences incorporating subject, verb, object, subjective completion, and prepositional phrases;
( ) Grammar and Usage: communicate clearly and logically using a variety of correct compound and complex sentences that incorporate principal and subordinate clauses;
( ) Grammar and Usage: identify and correct errors in sentence structure, verb tense consistency, and subject-verb agreement in narrative and expository writing;
( ) Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors;
( ) Spelling: use homophones and commonly confused words correctly;
( ) Spelling: use apostrophes correctly in contractions and possessives;
( ) Spelling: use a variety of print and electronic resources to flag possible errors and improve spelling;
( ) Punctuation: use punctuation correctly, including the period, question mark, exclamation mark, comma, dash, and colon, as well as quotation marks, parentheses, and ellipses;

LAV.01 - use knowledge of vocabulary and language conventions to read, write and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications.

Planning Notes

- Prepare a checklist for students to use for peer editing, based on the language expectations for the course.
- Make dictionaries, thesauruses and Spell/Grammar check programs available
- Book the Library/Resource Centre if required

Prior Knowledge & Skills

- Familiarity with peer editing.

Teaching/Learning Strategies

4.5.1 Student Activity: Students edit each other's work and proofread to produce final drafts of their written communications. Students use correct grammar and proper usage of spelling and punctuation. Students use standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate. Students will edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation outlined in the language expectations.

Teacher Facilitation: The teacher circulates around the room monitoring the editing sessions and providing assistance to those individuals who may require more help.

4.5.2 Student Activity: Students revise drafts to strengthen content and improve organization by adding details and deleting irrelevant information, and reordering to clarify the content or sequence or connect ideas. Students revise their written work, collaboratively and independently, with a focus on accuracy of information and clear expression.

Teacher Facilitation: The teacher assists in the revision, emphasizing organizational skills, spelling, and grammar.

4.5.3 Student Activity: Students edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate. They identify and list the employability skills they have demonstrated in their collection of writing, and enter their writing and their list of skills in their portfolio. They highlight their communication skills.

Teacher Facilitation: The teacher assists students in identifying the employability skills, referring them back to their lesson about Employability Skills Profile in Unit 4.2.

Assessment & Evaluation of Student Achievement

Task	Tool	Links to Achievement Chart	Links to Learning Skills
Peer editing	Checklist	Knowledge, Application	Teamwork
Final versions of workplace communications	Rubric	Communication Knowledge/Understanding Inquiry	Teamwork Work Habits Initiative

Accommodations

- Provide samples with a range of reading levels.
- Break process into small steps, e.g., "chunking"
- Conference with individuals and monitor student progress while writing.
- Encourage students to use the samples as models.